RIVERSACADEMY
West London An Aspirations Academy

PHYSICAL EDUCATION - Curriculum Plan 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 curriculum overview	Gymnastics (Girls) Invasion Games (Football) Boys	Invasion Games (Football) Girls Gymnastics (Boys)	OAA/Teambuilding	Net Games	Athletics	Striking & Fielding
Key knowledge outcomes (students should know)	Students should understand and know how to safely perform a range of shapes, balances and how to apply appropriate body tension into a routine/performance Students will create motifs, with the use of a range of dance techniques.	Students should know basic rules, boundaries, and scoring systems. Know the structure of a warm-up and cool-down. Primary components of fitness (speed, agility, flexibility). Basic identification of own performance strengths.	Students should understand basic planning strategies to support team goals and will understand how to work collaboratively as part of a team to solve clues.	Students should understand basic coordination and handling skills for racket sports. Know how to apply tactics to singles and doubles matches to outwit an opponent.	Students will understand how to safely and effectively throw, run and jump across a variety of athletics disciplines.	Students will understand how to attack and defend in striking and fielding sports. Focusing on batting techniques and fielding skills to outwit an opponent
Key skills (students should be able to)	Perform balances, rolls, jumps and rotations with control and good technique. Link movements together into	Foundational passing, ball control, basic shooting mechanics, and 2v1 attack drills.	Cooperatively and communicate effectively within a team. Use maps, clues and planning strategies to solve	Perform basic serving, sending and receiving skills with control. Apply simple attacking and defensive tactics. Demonstrate good	Demonstrate correct techniques for running, jumping and throwing events. Develop speed,	Perform basic batting, throwing, catching and fielding skills with increasing accuracy. Apply basic attacking and defensive tactics

	sequences.		problems through effective teamwork.	coordination.	endurance, power and coordination. improve.	during games.
Year 8 curriculum overview	Invasion Games Football	Invasion Games Rugby (Boys) Netball (Girls)	Net Games Boys Gymnastics (combined with dance and acrobatics) Girls	Net Games Boys Gymnastics (combined with dance and acrobatics) Girls	Athletics	Striking & Fielding
Key knowledge outcomes (students should know)	Students should understand tactical concepts (creating space, person vs. zonal marking). Know secondary components of fitness (power, endurance, reaction time).	Students should understand physiological responses to exercise (heart rate, breathing). Peer evaluation using basic sporting terminology.	Students should understand body tension, extension, motif development, sync vs. canon, and structural sequence building (beginning, middle, end).	Students should understand how to target weak target positions, shot selection logic, and recovery back to the base mark.	Students should understand sprint phases, relay baton pass zones (upsweep/downsweep), and aerobic vs. anaerobic effort.	Students should understand tactical field placements based on batter strengths, running between wickets/bases, and bowling variations.
Key skills (students should be able to)	Develop communication, teamwork, problem-solving, leadership, adaptability and emotional intelligence through practical activities.	Dynamic passing under opposition pressure, tackling techniques, spatial awareness, and intercepting.	Demonstrate flexibility, strength, technique, control and balance. Power Skills: Communication - understanding instructions, working in teams, giving feedback.	Demonstrate coordination, balance, reaction time, striking, positioning, develop rules and regulation understandings. Leadership - take initiative, guiding others and organise activities.	Standing block starts, blind relay changeovers, sustained pacing, and refined flight/landing technique in jumps. Accurate recording results/distances/ti	Overarm throwing for distance, long barrier technique, overarm bowling accuracy, and directional batting placement.

					mings/ measurements.	.
Year 9 curriculum overview	Invasion Games Football	Invasion Games Rugby (Boys) Netball (Girls)	Net Games Boys Gymnastics (combined with dance and acrobatics) Girls	Net Games Boys Gymnastics (combined with dance and acrobatics) Girls	Athletics	Striking & Fielding
Key knowledge outcomes (students should know)	Students should understand advanced attacking and defensive skills, strategies and how to apply tactics to a game.	Students should understand advanced attacking and defensive skills, strategies and how to apply tactics to a game.	Students should understand and know how to safely perform a range of shapes, balances and how to apply appropriate body tension into a routine/performance. Students will also create motifs, with the use of a range of dance techniques.	Students should understand tactical variation (deception, spin, pace management), doubles strategy, and competitive court coverage.	Students should understand biomechanical efficiency (leverage, angles of release), energy expenditure planning, and race tactics.	Students should understand and apply advanced bowling tactics (spin, seam, pace control), defensive field settings, and batting shot selection strategies.
Key skills (students should be able to)	Consistent high-tempo skill execution, tactical adaptability, precision under pressure, and dynamic movement.	Peer coaching, officiating small-sided fixtures, and demonstrating leadership.	Round-offs, straddle-through vaulting, advanced inverted skills, complex group formations, expressive motif manipulation, and high aesthetic extension.	Umpires matches accurately, managing competitive pressure, and showing fair play.	Sprint drive phases, high-speed baton passes, rotational throw mechanics, and triple jump sequence execution. Self-analysis of	Spin/variation bowling, deep catching techniques, quick wicket-keeping/backstop dismissals, power/placement hitting. Captaining field

					technique, peer mentoring, and resilience in high-stakes competition settings.	setups, organizing bowling rotations
Year 10 curriculum overview	Invasion Games (Core) Fitness (Core) **Cambridge Nationals R185 Performance & Leadership**	Invasion Games (Core) Fitness (Core) **Cambridge Nationals R185 Performance & Leadership**	Invasion Games (Core) Fitness (Core) **Cambridge Nationals R185 Performance & Leadership**	Invasion Games (Core) Net Games (Core) **Cambridge Nationals R185 Performance & Leadership**	Athletics (Core) **R184 Contemporary Issues in Sport (Exam)**	Striking & Fielding (Core) **R184 Contemporary Issues in Sport (Exam)**
Key knowledge outcomes (students should know)	**Core** Students should understand principles of training, including FITT, warm-ups, cool-downs and safe participation. Attacking principles (creating depth, width, overloads, and numerical advantages). **Cambridge Nationals (R185 TA1):** Students	**Core** Students should understand energy systems (aerobic vs. anaerobic respiration). Defensive systems (zonal vs. player-to-player marking). **Cambridge Nationals**	**Core** Students should understand components of fitness (aerobic capacity, muscular endurance, power, flexibility). Official rules, pitch markings, and officiating signals. **Cambridge Nationals**	**Core** Students should understand how to create space and transition between attacking and defensive positions in individual and team sports. **Cambridge Nationals (R185 TA5)** Self-review of leadership styles and effectiveness based on participant feedback.	**Core** Students should understand safe participation and the key techniques, rules and regulations for a range of track and field events **Cambridge Nationals**	**Core** Students should understand how to use batting, bowling/throwing and fielding strategies to create and prevent scoring opportunities. **Cambridge Nationals (R184 TA4-5)** Identify core responsibilities of

	are assessed on their skills, techniques, strategy, and understanding of the rules in two different sporting activities	**(R185 TA2):** Students will assess and improve their own performance in one individual and one team sport by applying specific training methods to your weaknesses.	**(R185 TA3/4)** Plan, safely deliver (including risk assessments), and lead a structured sports session.		**(R184 TA1-3)** Identify key user groups in sport. Define core values promoted through sport. Impact of hosting major sporting event	National Governing Bodies (NGBs) in the UK. Role of technology.
Key skills (students should be able to)	Make appropriate decisions during games and communicate effectively with teammates. **Cambridge Nationals** Individual sport, team sport, technical skills, tactical awareness, officiating.	Monitor effort and performance and identify areas for improvement. **Cambridge Nationals** Training program design through SMART goal setting Progressive workload mapping	Students should understand the basic rules, scoring systems and tactics. **Cambridge Nationals** Independently create session plans and risk assessments	Evaluate and analyse own and peers performance, using constructive and detailed feedback to help improve performance. **Cambridge Nationals** Evaluate and analyse your own leadership performance.	Active encouragement and team communication on the field. **Cambridge Nationals** Topic Knowledge Synthesis: Connecting knowledge of (User Groups, Values, Major Events, NGBs).	Specialized fielding skills (long barrier, overarm boundary returns, backing up). **Cambridge Nationals** Topic Knowledge Synthesis: Connecting technology to user groups, NGB rules, and host city infrastructure

Year 11 curriculum overview	Invasion Games (Core) Fitness (Core) **Cambridge Nationals R186 Sport Media & R184 Contemporary Issues in Sport (Exam)**	Invasion Games (Core) Fitness (Core) **Cambridge Nationals R186 Sport Media & R184 Contemporary Issues in Sport (Exam)**	Invasion Games (Core) Fitness (Core) **Cambridge Nationals R186 Sport Media & R184 Contemporary Issues in Sport (Exam)**	Invasion Games (Core) Net Games (Core) **Cambridge Nationals R186 Sport Media & R184 Contemporary Issues in Sport (Exam)**	Striking & Fielding (Core) **Cambridge Nationals R186 Sport Media & R184 Contemporary Issues in Sport (Exam)**	Striking & Fielding (Core) **Cambridge Nationals R186 Sport Media & R184 Contemporary Issues in Sport (Exam)**
Key knowledge outcomes (students should know)	**Core** Should understand how to independently analyse and adapt attacking and defensive strategies. programmes. Local physical activity pathways and gym safety protocols. **Cambridge Nationals**	**Core** Should understand performance analysis: identifying team weaknesses and opponent patterns. Designing personal training programmes (PTP). **Cambridge Nationals Sport**	**Core** Should understand how to independently plan, deliver and evaluate training methods. **Cambridge Nationals Sport Studies** **R184** - Synthesize knowledge across all 5 topic areas to	**Core** Should understand how to analyse an opponent and adapt tactics during competitive play in an individual or team sport. **Cambridge Nationals Sport Studies** **R184** Analyze sporting values and integrity	**Core** Should understand full rules, scoring systems, and self-officiating ethics. **Cambridge Nationals Sport Studies** **R184**-Students	**Core** Should understand game state analysis (calculating required run rates, controlling overs/innings) **Cambridge Nationals Sport Studies** **R184**-Consolidated theoretical knowledge across all 5 topic areas of R184.

	R184 - Target user groups, participation barriers, and solutions. **R186 TA1** - Students begin by mapping out the modern media landscape to understand how coverage has evolved from traditional formats to instant, digital access.	**Studies** **R184**- Comprehensive retrieval of Lessons 1–5 knowledge (User Groups, Values, Major Events, NGBs). **R186** - **TA2** Extended essay writing with a clear introduction, main body paragraphs covering **positive** media types/impacts, and a concluding summary.	complete an R184 practice paper assessment. **R186** - **TA2** Extended essay writing with a clear introduction, main body paragraphs covering **positive** media types/impacts, and a concluding summary.	and sporting impacts of hosting major sporting events. **R186** - Familiarity with CNAT grading criteria and mark bands	must know OCR mark schemes, key terminology, and common candidate misconceptions.	Time management strategies for the 1 hour 15 minute written paper.

Key skills (students should be able to)	**Core** Perform skills consistently under pressure and at game pace. Design and complete an appropriate training programme to meet an identified fitness goal. **Cambridge Nationals** Contextual Problem-Solving: Matching specific demographic barriers to tailored practical solutions. Research Methods. Broadcast media, print media, digital media, social media, pay-per-view, streaming platforms.	**Core** Monitor and evaluate performance using appropriate methods. Demonstrate independence, motivation and safe training practices. **Cambridge Nationals** Interpreting command words (Explain, Discuss, Evaluate, Justify) in OCR exam papers. Diagrammatical analysis, economic modeling, critical reasoning, synthesis	**Core** Perform a range of advanced shots and serve accurately under pressure. Analyse and evaluate performance. **Cambridge Nationals** Evaluation, comparative essay structure, self-assessment. Pacing and structuring responses under mock assessment conditions.	**Core** Construct and sustain rallies while manipulating space and tempo. Anticipate opponents' play and independently adapt tactics. **Cambridge Nationals** Structuring 8-mark extended response exam questions using clear analytical chains.	**Core** Demonstrate leadership and evaluate team performance. **Cambridge Nationals** Reviewing mark schemes to self-correct and refine extended response answers.	**Core** Make independent tactical decisions based on the game situation. Exploit opponents' weaknesses and adapt fielding/attacking strategies. **Cambridge Nationals** Executing timed past-paper questions under formal examination conditions.